

Analyzing a Primary Source Rubric

Name _____ Date _____

Class _____

	Exemplary	Adequate	Minimal	Attempted
Analysis of Document	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others	Offers accurate analysis of the document	Demonstrates only a minimal understanding of the document	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document
Knowledge of Historical Context	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written	Uses previous general historical knowledge to examine issues included in document	Limited use of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge
Identification of Key Issues/Main Points	Identifies the key issues and main points included in the primary source; shows understanding of author's goal(s)	Identifies most but not all of the key issues and main points in the primary source	Describes in general terms one issue or concept included in the primary source	Deals only briefly and vaguely with the key issues and main points in the document
Resources	Uses several outside resources in addition to primary source	Uses 1-2 outside resources in addition to primary source	Relies heavily on the material/information provided	Relies exclusively on the material/information provided; no evidence of outside resources
Identification of Literary Devices	Analyzes author's use of literary devices such as repetition, irony, analogy, and sarcasm	Mentions author's use of literary devices but does not develop fully	Does not discuss author's use of literary devices	Does not discuss author's use of literary devices
Understanding of Audience	Shows strong understanding of author's audience	Shows some understanding of author's audience	Shows little understanding of author's audience	Shows no understanding of author's audience

Scientific Research Skills

	Always	Frequently	Seldom	Never
1. Can identify familiar and unfamiliar objects.	_____	_____	_____	_____
2. Can name properties of an object.	_____	_____	_____	_____
3. Can describe observable changes an object undergoes.	_____	_____	_____	_____
4. Can record observations in different ways.	_____	_____	_____	_____
5. Can name three different ways objects may be classified.	_____	_____	_____	_____
6. Can recognize information when it is presented in different forms.	_____	_____	_____	_____
7. Can recognize scientific sequences in given situations.	_____	_____	_____	_____
8. Can demonstrate proper use of appropriate instruments for measurements.	_____	_____	_____	_____
9. Can measure length, mass, and time using instruments.	_____	_____	_____	_____
10. Can estimate given measurements.	_____	_____	_____	_____
11. Can describe the differences between inference and observation.	_____	_____	_____	_____
12. Can define the problem in clear terms when using scientific research.	_____	_____	_____	_____
13. Can develop inferences from observation.	_____	_____	_____	_____
14. Can test alternative inferences.	_____	_____	_____	_____
15. Can identify variables that influence a given physical or biological system.	_____	_____	_____	_____
16. Can construct a classification system.	_____	_____	_____	_____
17. Can construct classification systems serving different purposes.	_____	_____	_____	_____
18. Can apply rules of calculation to problems.	_____	_____	_____	_____

Scientific Research Skills

	Always	Frequently	Seldom	Never
19. Can identify the difference between predictions and guesses.	_____	_____	_____	_____
20. Can identify the difference between fact and opinion.	_____	_____	_____	_____
21. Can write statements that interpret a graph or table.	_____	_____	_____	_____
22. Can develop hypotheses from information given in a table of data, a graph, or a picture.	_____	_____	_____	_____
23. Can create a graph.	_____	_____	_____	_____
24. Can describe relationships and trends from a graph.	_____	_____	_____	_____
25. Can make predictions using mean/median on given information.	_____	_____	_____	_____
26. Can identify manipulative variables.	_____	_____	_____	_____
27. Can identify responding variables.	_____	_____	_____	_____
28. Can identify constant variables.	_____	_____	_____	_____
29. Can distinguish between conditions that hold a variable constant and conditions that do not hold a variable constant.	_____	_____	_____	_____
30. Can construct a test to determine the effects of one or more variables on a responding variable.	_____	_____	_____	_____
31. Can make predictions by interpolating between observed events.	_____	_____	_____	_____
32. Can make predictions by extrapolating beyond the range of observed events.	_____	_____	_____	_____
33. Can evaluate predictions.	_____	_____	_____	_____
34. Can make predictions based on the law of probability.	_____	_____	_____	_____
35. Can develop a report from an experiment so that another person can replicate the experiment.	_____	_____	_____	_____

Scientific Research Skills

	Always	Frequently	Seldom	Never
36. Can demonstrate the ability to focus on changes, developments, ideas, practices, growth, or deterioration of events and movements in scientific research.	_____	_____	_____	_____
37. Can develop useful generalizations, including (a) knowing the past, (b) understanding the present, and (c) predicting the future.	_____	_____	_____	_____
38. Can focus on (a) present conditions relating to scientific research, (b) present behaviors, and (c) present functions in descriptive research.	_____	_____	_____	_____
39. Can demonstrate the use of experimental research through laboratory experiments.	_____	_____	_____	_____
40. Can demonstrate the use of field experimental research.	_____	_____	_____	_____
41. Can describe controlling factors that influence results.	_____	_____	_____	_____
42. Can recognize patterns in scientific systems.	_____	_____	_____	_____
43. Can identify inconsistencies in research.	_____	_____	_____	_____
44. Can identify contradictions in research.	_____	_____	_____	_____
45. Can identify differences of opinion in research.	_____	_____	_____	_____
46. Can demonstrate the ability to break down a problem into factors involved.	_____	_____	_____	_____
47. Can focus on essential details after breaking down a whole.	_____	_____	_____	_____
48. Can combine and organize data.	_____	_____	_____	_____
49. Can make judgments by internal standards.	_____	_____	_____	_____
50. Can make judgments by external standards.	_____	_____	_____	_____
51. Can demonstrate ability to follow a scientific model.	_____	_____	_____	_____

Scientific Research Skills

	Always	Frequently	Seldom	Never
52. Can state the purposes of a survey.	_____	_____	_____	_____
53. Can name various types of surveys.	_____	_____	_____	_____
54. Can understand the factors upon which the accuracy of a survey is based.	_____	_____	_____	_____
55. Can understand the necessity of surveys.	_____	_____	_____	_____
56. Can conduct a simple survey on a given subject.	_____	_____	_____	_____
57. Can design a survey on a complex issue, theme, or problem.	_____	_____	_____	_____
58. Can conduct an in-depth survey on multiple topics.	_____	_____	_____	_____
59. Can analyze the findings of a survey.	_____	_____	_____	_____
60. Can name at least three different data-collecting techniques.	_____	_____	_____	_____
61. Can select the most appropriate data-collecting method for a given subject and audience.	_____	_____	_____	_____
62. Can compare and analyze recognized surveys such as the Gallup Polls, Harris Polls, etc.	_____	_____	_____	_____
63. Can interpret a survey.	_____	_____	_____	_____
64. Can evaluate with criteria the validity of surveys.	_____	_____	_____	_____
65. Can construct clear and concise written questions.	_____	_____	_____	_____
66. Can write clear and concise directions for questionnaires.	_____	_____	_____	_____
67. Can construct a discrepancy questionnaire to be used in a given survey with a given population.	_____	_____	_____	_____
68. Can select appropriate graphic designs for data-collecting devices.	_____	_____	_____	_____

Scientific Research Skills

	Always	Frequently	Seldom	Never
69. Can recognize inferences, biases, and ambiguous statements contained in surveys.	_____	_____	_____	_____
70. Can select appropriate response formats for the desired data and audience on a given survey.	_____	_____	_____	_____
71. Can distinguish between objective and subjective questions used in gathering data.	_____	_____	_____	_____
72. Can define terms related to statistical study: statistical inference, sample of elements, population, parameters, random data, control group.	_____	_____	_____	_____
73. Can calculate the results of a survey using raw scores and percentages.	_____	_____	_____	_____
74. Can identify the limitations of data gathered on a given subject.	_____	_____	_____	_____
75. Can interpret data gathered from own survey.	_____	_____	_____	_____
76. Can explain how researchers can "lie with statistics."	_____	_____	_____	_____
77. Can use statistical data honestly and fairly to support or clarify conclusions.	_____	_____	_____	_____
78. Can make a graph with data by using a statistical procedure: a frequency distribution, a histogram, a bar graph, a frequency polygon, or a pie chart.	_____	_____	_____	_____
79. Can develop hypotheses when using scientific research.	_____	_____	_____	_____
80. Can develop techniques and measuring instruments that will provide data about the hypothesis.	_____	_____	_____	_____
81. Can collect data when using scientific research.	_____	_____	_____	_____
82. Can analyze data through the use of composite averages, correlations, percentages, item analysis, and other means relevant to the analysis of data collected in research studies.	_____	_____	_____	_____

Scientific Research Skills

	Always	Frequently	Seldom	Never
83. Can draw conclusions relative to the hypothesis based upon data.	_____	_____	_____	_____
84. Can synthesize collected data.	_____	_____	_____	_____
85. Can write research papers in which statistical information is used appropriately.	_____	_____	_____	_____
86. Can provide written and oral explanations of statistical representations.	_____	_____	_____	_____



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This rubric may be used for self-assessment and peer feedback.

Research Process Rubric - Middle School

CATEGORY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research Questions	3 points	2 points	1 point	0 points	___/3
	Wrote thoughtful, creative, well-worded specific questions that were relevant to the assigned topic.	Wrote well-worded, specific questions that were relevant to the assigned topic.	Wrote questions which lacked focus, were poorly stated, and were not entirely relevant to the assigned topic.	Wrote questions which lacked a specific focus, were poorly stated, and not relevant to the assigned topic.	
Selection of Sources	3 points	2 points	1 point	0 points	___/3
	Identified highly appropriate sources in a variety of formats (books, journals, electronic sources).	Identified mostly appropriate sources in a variety of formats (books, journals, electronic sources).	Identified a few appropriate sources but made little attempt to balance format types.	Identified no appropriate sources in any format.	
Note-taking & Keywords	3 points	2 points	1 point	0 points	___/3
	Extracted relevant information.	Extracted mostly relevant information.	Extracted a lot of information which wasn't relevant.	Extracted irrelevant information.	
	Brainstormed keywords, categories, related terms that were effective in researching the questions.	Selected mostly effective keywords to use in researching the questions.	Selected some keywords that were not effective in researching the questions.	Selected no effective keywords to use in researching the questions.	
	Wrote notes including succinct key facts which directly answered all of the research questions and were written in the student's own words.	Wrote notes which included facts that answered most of the research questions and were written in the student's own words.	Wrote notes which included irrelevant facts which did not answer the research questions. Some notes were copied directly from the original source.	Wrote notes which included a majority of facts which did not answer the research questions. Most or all notes were copied word-for-word from the original source.	
Organization and Synthesis	3 points	2 points	1 point	0 points	___/3
	Presented content clearly and concisely with a logical progression of ideas and effective supporting evidence.	Presented most of the content with a logical progression of ideas and supporting evidence.	Presented content which failed to maintain a consistent focus, showed minimal organization and effort, and lacked an adequate amount of supporting evidence.	Presented content which was unfocused, poorly organized, showed little thought or effort and lacked supporting evidence.	
	Selected an appropriate and effective format to creatively communicate research findings.	Selected an appropriate format to structure and communicate research findings.	Needed to select a more effective format to structure and communicate research findings.	Failed to select an appropriate format to communicate research findings.	
Citations/ Documentation	3 points	2 points	1 point	0 points	___/3
	Cited all sources of information accurately to demonstrate the credibility and authority	Cited most sources of information in proper format and documented sources to enable	Cited most sources of information improperly and provided little or no supporting	Created citations which were incomplete or inaccurate, and provided no way to check the	

of the information presented.	accuracy checking.	documentation to check accuracy.	validity of the information gathered.
Used information ethically all of the time.	Used information ethically most of the time.	Failed to use information ethically some of the time.	Failed to use information ethically.
TOTAL POINTS			
___ / 15			

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Readings on Authentic Assessment

Examples of Other Rubrics

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Rubric for Research Papers

Title of Research Paper _____

Name _____

Date _____

Performance Element	Distinguished ____ Points	Proficient ____ Points	Intermediate ____ Points	Novice ____ Points	Possible	Score
Purpose and Focus	<ul style="list-style-type: none">Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone	<ul style="list-style-type: none">Focused on a purpose; evidence of voice and/or suitable tone	<ul style="list-style-type: none">An attempt to establish and maintain purpose and communicate with the audience	<ul style="list-style-type: none">Limited awareness of audience and/or purpose		
Development of Ideas	<ul style="list-style-type: none">Depth and complexity of ideas supported by rich, engaging, and/or pertinent details; evidence of analysis, reflection and insight	<ul style="list-style-type: none">Depth of idea development supported by elaborated, relevant details	<ul style="list-style-type: none">Unelaborated idea development; unelaborated and/or repetitious details	<ul style="list-style-type: none">Minimal idea development, limited and/or unrelated details		
References	<ul style="list-style-type: none">Use of references indicate substantial research	<ul style="list-style-type: none">Use of references indicate ample research	<ul style="list-style-type: none">Some references	<ul style="list-style-type: none">Few references		
Organization	<ul style="list-style-type: none">Careful and/or suitable organization	<ul style="list-style-type: none">Logical organization	<ul style="list-style-type: none">Lapses in focus and/or coherence	<ul style="list-style-type: none">Random or weak organization		
Sentence Structure	<ul style="list-style-type: none">Variety of sentence structure and length	<ul style="list-style-type: none">Controlled and varied sentence structure	<ul style="list-style-type: none">Simplistic and/or awkward sentence structure	<ul style="list-style-type: none">Incorrect or lack of topic and/or ineffective wording and/or sentence structure		
Language	<ul style="list-style-type: none">Precise and/or rich language	<ul style="list-style-type: none">Acceptable, effective language	<ul style="list-style-type: none">Simplistic and/or imprecise language	<ul style="list-style-type: none">Incorrect and/or ineffective wording and/or sentence structure		
Grammar and Formatting	<ul style="list-style-type: none">Control of surface features	<ul style="list-style-type: none">Few errors in grammar or format relative to length and complexity	<ul style="list-style-type: none">Some errors in grammar and/or format that do not interfere with communication	<ul style="list-style-type: none">Errors in grammar and format (e.g., spelling, punctuation, capitalization, headings)		
Total Points						